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ABSTRACT

Capitalizing on the potential of a systems approach requires continuous recognition that the purpose of an educational institution is to help human beings grow and develop. All people affected by the program of a school system should reach consensus on issues where possible and clarify issues that need additional study and dialogue. A school system that wants to provide human beings with optimum growth opportunities should take into account the needs and desires of its learners, and citizens and staff must decide whether students should have opportunities in their school experience to clarify values. A learning environment cannot be functional and alive unless the real problems of living can be discussed in the classroom, thus making the implications of a decision to provide value clarifying opportunities in the curriculum far reaching. (Author)

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AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
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SPEAKER: Robert S. Gilchrist, Professor of Human Behavior, United States International University, San Diego

TOPIC: CURRICULUM DEVELOPMENT: A HUMANIZED SYSTEMS APPROACH

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PLACE: Room A., Convention Hall

TIME: Sunday, February 24, 2:30 P.M.

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FOR RELEASE UPON DELIVERY

Introduction

Program Planning and Budget Systems (PPBS) developments in the United States.

Quick resume of potentials and pitfalls of PPBS

Tyler and French as forerunners in systems approaches and behavioral objectives

A. Educational Resources Management System (ERMS)- aconceptual design for PPBS

1. Four interrelated processes: Planning, Programming, Budgeting Resources and Evaluating.

2. Select major curriculum activities which should be the central concern of any educational institutions systems approach.

Planning

*Identifying goals
* Identifying problems, needs and resources
* Selecting general objectives and related programs

Programming

* *Translating general objectives into appropriate performance objectives
*Selecting best program plan from alternatives
*Organizing plans for evaluation

Budgeting Resources

*Reconciling of program requirements and resources availability
*Accounting and reporting on use of resources

Evaluating

*Administering basic evaluation plan
*Analyzing and communicating evaluation data
*Making appropriate modifications within the school system

3. Capitalizing on the potential of a systems approach requires continuous recognition that the purpose of an educational institution is to help human beings grow and develop.

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B. Essential considerations in a Humanized Approach

1. The Nature of Man

All people affected by the program of a school system should reach consensus on issues where possible and clarify issues which need additional study and dialogue.

McGregor's Theory X states inpart, "Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed . . . ." His Theory Y includes, "External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed." Which theory is basically sound?

Do you accept Dr. B. F. Skinner's view that states inpart, "....man is a creature of circumstances. . . Autonomous man is a device used to explain what we cannot explain in any other way. He has been constructed from our ignorance, and as our understanding increases, the very stuff of which he is composed vanishes." Or do you believe as the staff of the School of Human Behavior of the United States International University does. ". . . Man is a creature potentially capable of awareness of choice, given reasonable opportunities to develop this capability, his choice is growth directed . . . Man has the potential for transcending his environment . . . He is potentially capable of instituting and directing humanitarian and often benevolent programs of action."

Theory Y and the beliefs of the Human Behavior staff clearly offer greater promise for education in a country which purports to believe in the dignity and worth of every human being.

2. Needs and Desires

Maslow maintains that at various periods in a person's life he is primarily motivated by different drives or needs. Physiological needs are paramount in infancy; in young childhood, security or safety. As he matures he strives to fulfull his need to belong, to be accepted and to be loved. His major concerns as he grows older are for an understanding of how his basic needs can be met in order that he can strive for more of a feeling of self-respect, confidence and self-reliance. He is motivated in the direction of self-actualization and self-fulfillment. Throughout his development the biological concept of homeostasis is operating - the maintenance of an optimum balance between tension and satisfaction. Surely, a school which wants to provide human beings with optimum growth opportunities should take into account the needs and desires of its learners.

3. Man's Values

People determine their goals in terms of their values. In fact some goals are value statements. Citizens and staff must decide whether students should have opportunities in their school experience to clarify values. If the pupil believes the learning environment is open and friendly, he will raise value questions which concern him. Dr. Rucker has redefined the value categories developed by Lasswell in terms of his conception of the principal value goals of education in an "open" culture:

	Value Category	Principal Value Goals
1.	Affection	. . . Provide a climate supporting emotional security, love, congeniality, and friendship
2.	Respect	. . . Provide an atmosphere in which each student may employ his individual talents with success in achieving a recognized social role and self-esteem without fear of undeserved deprivation or penalties from others.
3.	Skill	. . . Provide opportunities for each student to develop his talents to the limits of his potential ability.
4.	Understanding.	Provide experiences encouraging students to find their own truth in every issue while gaining understanding of social norms and the significant events of human history.
5.	Power and Influence	. . Provide situations in which the student will have opportunity to participate in making decisions which concern him and exert informal influence according to his talents and responsibilities.
6.	Goods and Services	. . Provide facilities, materials and services to promote excellent learning while guiding the student to produce wealth in the form of materials himself.
7.	Well-being	. . . Provide a climate and relationships which foster the physical and mental health of each student.
8.	Responsibility	. Provide sharing experiences enabling the student to develop a sense of authenticity, responsibility, and integrity in his behavior within the broad limits of his social context.

The implications of a decision to provide value clarifying opportunities in the curriculum are far reaching. A learning environment cannot be functional and alive unless the real problems of living can be discussed in the classroom.

C. Utilizing Understanding of Human Beings

The major curriculum development activities listed under each of four processes of ERMS-Planning, Programming, Budgeting Resources and Evaluation will be used as a basis for discussion (See A). The implications of Essential considerations in a Humanized Approach (See B) for these activities will be stressed. Points such as the following will be emphasised:

1. A project in developing goals provides the opportunity for all people related to a school system to deepen their understandings of human beings, their needs and values. Understanding of all affected by a decision is necessary. Wide involvement and effective communication are therefore highly important.

2. Problems, needs and resources should be analyzed in the context the potential of man and his environment, avoiding the use of the "status quo" as a base line

3. A systems approach provides for "meshing" of theory and practice. Organizing the total school and individual programs for learning should be consistent with a staff's beliefs concerning learning.

4. A school system should concern itself with a climate and environment for staff development as a part of program structure. An environment enabling each individual to be authentic and to collaborate with colleagues is highly essential.

5. Objectives should not be assigned unilaterally to specific programs.

6. The learner should be involved in developing performance objectives.

7. Teachers who are involved in developing sound learning environments for accomplishing broad objectives should have a part in deciding on "best" program plans.

8. Content, method and organization are closely interrelated in developing a good environment for learning.

9. Teachers with the participation of pupils should identify resources needed. They can decide those which can be secured through homes and the community. Business and finance staff members can then collaborate with teachers and principals in purchasing resources not otherwise available.

10. Evaluation, cost accounting and reporting should enable all affected by a school's program to understand the effectiveness of programs in attaining goals and objectives.

11. The plan for evaluation should include ways to evaluate all stated goals and objectives of the district. More emphasis on criterion referenced evaluation and less on norm referenced is desirable. A school system with goals which include affective and higher level cognitive has the opportunity and responsibility to develop new approaches and instruments.

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12. Modifications within school systems should be made with appropriate involvement of citizens, staff and students. Everyone affected should have maximum opportunity to grow in his understanding of the relation of changes to goal attainment.

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To Be Published Early in 1974

CURRICULUM DEVELOPMENT: A HUMANIZED SYSTEMS APPROACH, 1974. About $4.00. Written by Robert Gilchrist, Bernice Roberts, and associates, this timely volume argues that systems analysis need not be a step in the dehumanization of schooling, but can be utilized in the service of humane education. Cooperatively published with Fearon Publishers, it should be ordered directly from Fearon Publishers, 6 Davis Drive, Belmont, California 94002.

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